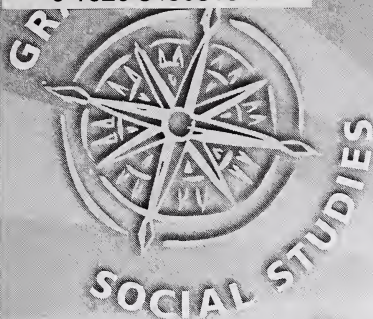


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Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 5B

Module 5 Venture to Ontario

Grade 5 Social Studies
Module 5: Venture to Ontario
Home Instructor's Guide and Assignment Booklet 5B
ISBN 978-0-7741-2915-2

Cover Art: *compass, globe, and airplane* Image Club ArtRoom/Getty Images *maple leaf* © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Chapter 9: Business Is Booming

Objective

The student learns about Mohawk First Nation construction workers and the boom and bust cycles in Toronto.

Instructional Strategies

Grandfather Gillespie takes the boys on a tour of an office building that is being constructed and tells them stories about Mohawk First Nation sky walkers and the economic cycles in Toronto. A true or false activity is included in this chapter.

In Assignment Booklet 5B, the student examines and interprets graphs and statistics to learn how Canada's population density has changed.

Chapter 10: Back in the Old Days

Objective

The student learns about the effects of World War I, the Depression, and World War II on the people in Ontario.

Instructional Strategies

Jai learns more about Toronto's weather patterns and the boys discover some interesting stories about the trials and tribulations of Ontario citizens during World War I, the Great Depression, and World War II.

The student uses an atlas or globe to compare the latitude of the Mediterranean and Toronto. An atlas is also used to compare Ontario's location to the northernmost states.

To extend your student's knowledge of World War I, a video clip about John McCrae is viewed on the Grade 5 Social Studies Multimedia CD.

An excerpt from the book *Ten Lost Years* is reprinted in this chapter. The novels *The Dust Bowl*, by David Booth, and *Tess*, by Hazel Hutchins, also tell stories about Canadian life during the Great Depression.

At the end of the chapter, the student is directed to Assignment Booklet 5B. Your student may refer back to information from Chapters 9 and 10 to help complete this activity. The student may learn more about the effects of the world wars and the Depression by finding additional information from other sources such as reference books, television programs, or Internet sites.

Chapter 11: Another Immigration Story

Objective

The student continues to develop his or her knowledge of how Canada was populated and why people chose to settle in certain areas of Canada. The student explores how immigrants from India contribute to an understanding of diversity in Canada. The Canadian multicultural policy is discussed.

Instructional Strategies

Jai and Michael discuss what they learned about World War I and the Depression with Grandfather Gillespie. He tells them about the Statute of Westminster and how popular feelings after World War I helped bring the statute about.

After completing a true or false activity, the student learns how the changes in Canada's immigration law had an impact on immigration.

Near the end of the chapter, a discussion of human rights and multiculturalism is presented. Take time to discuss any immigration experiences of family members, friends, or neighbours. Have you or other members of your family recently immigrated to Canada? These individuals would make excellent sources of information about their experiences.

You may wish to find the book *Canada Celebrates Multiculturalism*, by Bobbie Kalman, to supplement your student's understanding of multiculturalism in Canada.

In Assignment Booklet 5B the student is given a choice of projects to complete. Help your student choose the most suitable project. An audiotape or videotape will be produced during the chosen project.

Chapter 12: St. Catharines and the Welland Canal

Objective

The student will learn more about the landforms and resources in the St. Lawrence and Great Lakes Lowlands. The student will also discover more about the role that the Welland Canal plays in the St. Lawrence Seaway.

Instructional Strategies

As the Gillespie family and Jai travel through the Niagara Peninsula, the student learns about the Niagara Escarpment and agriculture in that region. After Jai visits a lock and a museum, the student gains a better understanding of the lock and canal system.

The student completes a map showing the cities in the Golden Horseshoe and answers yes or no questions.

To learn more about the Niagara Escarpment, your student may enjoy watching the Geographic Kids episode, "Bruce Peninsula, Ontario: Loose on the Bruce." The books *The Great St. Lawrence Seaway*, by Gail Gibbons, or *Lake Ontario*, by Ann Armbruster, may also be of interest to your student.

Chapter 13: The Falls

Objective

The student will learn more about the landforms and resources in the St. Lawrence and Great Lakes Lowlands. The history of southern Ontario is also examined when the role of St. Catharines in the Underground Railroad is discussed as well as the arrival of the United Empire Loyalists.

Instructional Strategies

Jai and the Gillespie family learn about the Underground Railroad, visit a museum, and tour the Niagara Falls. The student completes a true or false activity, a historical map activity, and a personal opinion activity. After the student expresses a personal opinion about Niagara Falls in question 8, discuss why that activity was chosen.

The student is encouraged to explore the following website to look at photographs of Niagara Falls and its attractions:

<http://www.niagarafallslive.com>

At the end of the chapter, the student completes an exercise in Assignment Booklet 5B.

Chapter 14: A Train Trip North

Objective

The student will learn more about the landforms and resources in the Hudson Bay Lowlands. The importance of railroads in the settlement of Canada is also discussed.

Instructional Strategies

In this chapter the Gillespie family travels to North Bay and Cochrane by van and then boards a train for Moosonee on James Bay. The student does a map skills activity and discusses the main features of the Hudson Bay Lowlands.

At the end of the chapter, a sorting activity using photographs is assigned to the student in Assignment Booklet 5B.

Chapter 15: Moose Factory

Objective

The student will learn more about the history, culture, and lifestyle of the Northern Ontario Omushkegowak (Swampy Cree) People. The contribution of the Hudson's Bay Company and the British trading forts are also discussed.

Instructional Strategies

The Gillespie family explores and experiences life in Northern Ontario. The children learn about the Omushkegowak (Swampy Cree) Nation and the Hudson's Bay Company forts. Activities include choosing a word to complete a sentence and map work.

At the end of the chapter, the student completes an assignment that examines transportation in the Hudson Bay Lowlands Region and the importance of communities such as Moose Factory to the early fur trade and the Hudson's Bay Company.

Your student may wish to explore the *Hudson's Bay Heritage* website at <http://www.hbc.com/hbcheritage>, the CBC archives at <http://archives.cbc.ca>, and *Exploration, The Fur Trade, and Hudson's Bay Company—History* at http://www.canadiana.org/hbc/intro_e.html.

The student may also enjoy reading historical fiction about the fur trade. The books *Wintering*, by William Durban, or *Trouble at Fort La Pointe*, by Kathleen Ernst, may be suitable.

Chapter 16: Goodbyes and Hellos

Objective

The student will review the geographic regions of Ontario and do a project to illustrate his or her understanding of the regions. The student also reviews several important Canadian historical events, sequences them, and explains why they were important to Canada's development as a country.

Instructional Strategies

In this chapter Jai and the Gillespie family return to Toronto and Jai completes several projects before heading home to India. As the student works through the projects the chapter's main concepts are reviewed.

The student searches through Module 5 to note the dates of some important events in Canadian history. The student constructs a time line and places the events in order on the time line in Assignment Booklet 5B. The student is asked to choose two of the events and discuss how each event was important to Canada's development as a country. Encourage the student to reread the portions of the Student Module Booklet that discuss the events that he or she chooses to describe. Additional resources, such as encyclopedias or non-fiction books, may be consulted for additional information.

The student is asked to complete an electronic graphic organizer by following the steps outlined in Assignment Booklet 5B.

The student selects one of the three geographic regions found in Ontario. Direct the student to gather information from the Student Module Booklet and the Grade 5 Social Studies Multimedia CD 1 including the "Geographic Regions of Canada" segment. Assist the student with entering the information using the "Graphic Organizer" found on the Grade 5 Social Studies Multimedia CD 2. You may wish to gather additional text resources about the selected geographic region at your local library. Online resources that may be helpful include the following:

- <http://www.thecanadianencyclopedia.com>
- <http://www.canadainfolink.ca>

The graphic organizer should include information about the landforms, major bodies of water, natural resources, and major industries for the geographic region selected.

Your student will need access to a computer to complete this assignment. When the graphic organizer is complete, either print it and attach it to Assignment Booklet 5B or send it electronically to the teacher. If you are sending it electronically be sure you have made arrangements with the teacher.

Complete the Home Instructor's Feedback Form, and direct the student to complete the Student Feedback Form at the end of Assignment Booklet 5B. Assist the student with sending Assignment Booklet 5B to the teacher.



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ASSIGNMENT BOOKLET 5B

Grade 5 Social Studies
Module 5: Chapters 9–16

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 5B

Module 5

Venture to Ontario

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 9 Assignment	15	
Chapter 10 Assignment	9	
Chapter 11 Assignment	12	
Chapter 13 Assignment	10	
Chapter 14 Assignment	6	
Chapter 15 Assignment	15	
Chapter 16 Assignment	23	
	90	

Teacher's Comments

Grade 5 Social Studies
Module 5: Venture to Ontario
Assignment Booklet 5B

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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Getty Images *maple leaf* © 2006 Jupiterimages Corporation

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 5B

GRADE 5 SOCIAL STUDIES: MODULE 5

CHAPTER 9 ASSIGNMENT TO CHAPTER 16 ASSIGNMENT

This Assignment Booklet is worth 90 marks out of the total 164 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

15

Chapter 9 Assignment: Business Is Booming

Jai found some pie graphs that showed how the population of Canada has changed over the years.



3

1. Describe how the size of the urban and rural populations have changed from the past to the present.

2

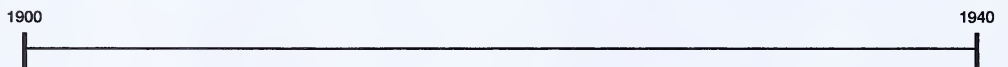
2. Give at least two reasons why the rural and urban population changed over time.

3. Make a time line to show some events that affected the lives of people in Ontario.

- 5 a. Look back in the Student Module Booklet to find a date when each event below began to take place.

Event	Date
World War I begins	
Roads are beginning to be improved	
World War II begins	
The Great Depression begins	
A hydro-electric station is built	

- 5 b. Use the information to plot the dates on the time line below. Use equal spaces between the points on the time line to show the dates clearly.



Turn to Chapter 10 in the Module 5 Student Module Booklet.

9

Chapter 10 Assignment: Back in the Old Days

For each event below write three major points about the effect of that event on life in Canada in the past. Think about what you learned in Chapters 9 and 10. Answer in complete sentences.

3

1. World War I

3

2. The Great Depression

3

3. World War II



12

Chapter 11 Assignment: Another Immigration Story

To learn more about immigration in your area, complete **one** of the following research assignments. You may do Project A, Project B, **or** Project C. Do not complete all three projects.

Project A

Do an interview to find out how the family of a recent immigrant, family member, or friend came to live in Canada.

Write a list of questions. Some sample questions include the following:

- When did you come to Canada?
- Why did you settle in this area?
- What made you leave your country?
- What traditions from your homeland do you still follow?

Once the list of questions is ready, arrange to meet with the person for an interview. You may videotape the interview, or you may record the interview using an audiocassette or a computer with recording software.

You must send a video recording or an audio recording of the interview to your teacher when you complete Assignment Booklet 5B.

Don't forget to write your name on the recording. You will send the recording to your teacher for marking when you are finished the rest of this Assignment Booklet.

Project B

Research immigration in your area by answering the following questions:

- Which ethnic group or groups settled in your area?
- When did they come?
- Why did they choose to settle in your area?

Think about ways that you can research the answers to these questions. You may find the information by searching on the Internet, reading local history books at your library, or talking to someone who knows the history of your area.

Once you have found the answers to your questions, you will create an audio recording using a cassette recorder or a computer with recording software. Record yourself reading the questions and answers that you researched.

You must send an audio recording of your questions and answers to your teacher when you complete Assignment Booklet 5B.

Don't forget to write your name on your recording.

Project C

Look at newspapers and magazines or online news sources such as CBC Newsworld for an article about immigration. After reading the article carefully, you will make an audio recording using a cassette recorder or a computer with recording software.

In your own words, you will describe the most important points in your article. You will also explain whether you agree or disagree with the article, and you will explain why you agree or disagree.

Attach a copy of the newspaper or magazine article to Assignment Booklet 5B. You must send an audio recording of your description of the newspaper or magazine article to your teacher when you complete Assignment Booklet 5B.

Don't forget to write your name on your recording.



Turn to Chapter 12 in the Module 5 Student Module Booklet.

10

Chapter 13 Assignment: The Falls

Use information from Chapters 12 and 13 for this assignment. Fill in the missing words to complete Jai's e-mail to Barati.

New E-mail Message

Send Attach Address Retrieve Delete

To: Barati

Cc: Gandhi Memorial School

Subject: The St. Lawrence and Great Lakes Lowlands and the Welland Canal

Hi Barati,

How is it going in Manitoba? This weekend I travelled through part of the St. Lawrence and Great Lakes Lowlands. It is a very beautiful area. I wish I could see it in the summertime.

The St. Lawrence and Great Lakes Lowlands was once covered by an ancient _____. The land is low lying and flat and the soil is very _____. The nearness of the Great Lakes moderates the _____ and makes this one of the warmest areas in Canada.

An interesting landform can be found in this area. It is a long, high cliff called the _____. It was once the _____ of an ancient sea. You should see the spectacular falls that are created when the _____ River tumbles over the escarpment. The Niagara Falls is the _____ largest falls in the world!

The escarpment and the closeness to Lake Ontario cause a microclimate that allows soft fruit such as _____ and _____ to be grown in this area. The rich soil in other parts of the St. Lawrence and Great Lakes Lowlands supports agricultural products such as _____ and _____.

Many people come to visit the falls, the escarpment, and the canals so _____ is a big industry. People enjoy viewing the falls, hiking, and other recreational activities.

A problem created by the seaway and the commercial development the seaway has attracted is _____ of the Great Lakes.

There are big _____ plants along the Niagara River. The plants generate _____ for homes, factories, and businesses in Ontario.

I also had a chance to visit one of the locks on the _____ Canal, which joins Lake Ontario to Lake _____. Unfortunately, the locks are closed to boat traffic in the wintertime, so I didn't actually see it in operation, but the museum had a great display. I understand how boats go up the locks now. The water from the higher lock runs down into the lower lock and _____ the ship up to the next level. I videotaped the model in the museum so I can show you how locks operate.

The Welland Canal is part of a system called the _____ that allows ocean-going ships to travel inland from Montréal to _____ on Lake Superior.

It's late, so I better go to bed. I'll see you soon!

Jai



Turn to Chapter 14 in the Module 5 Student Module Booklet.

6

Chapter 14 Assignment: A Train Trip North

Each of the following photographs shows something from one of the three geographic regions found in Ontario.

Look at the photographs carefully. Write the name of the geographic region that each photograph shows. The choices are:

Canadian Shield

Hudson Bay Lowlands

St. Lawrence and Great Lakes Lowlands

1

1.



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①

2.



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①

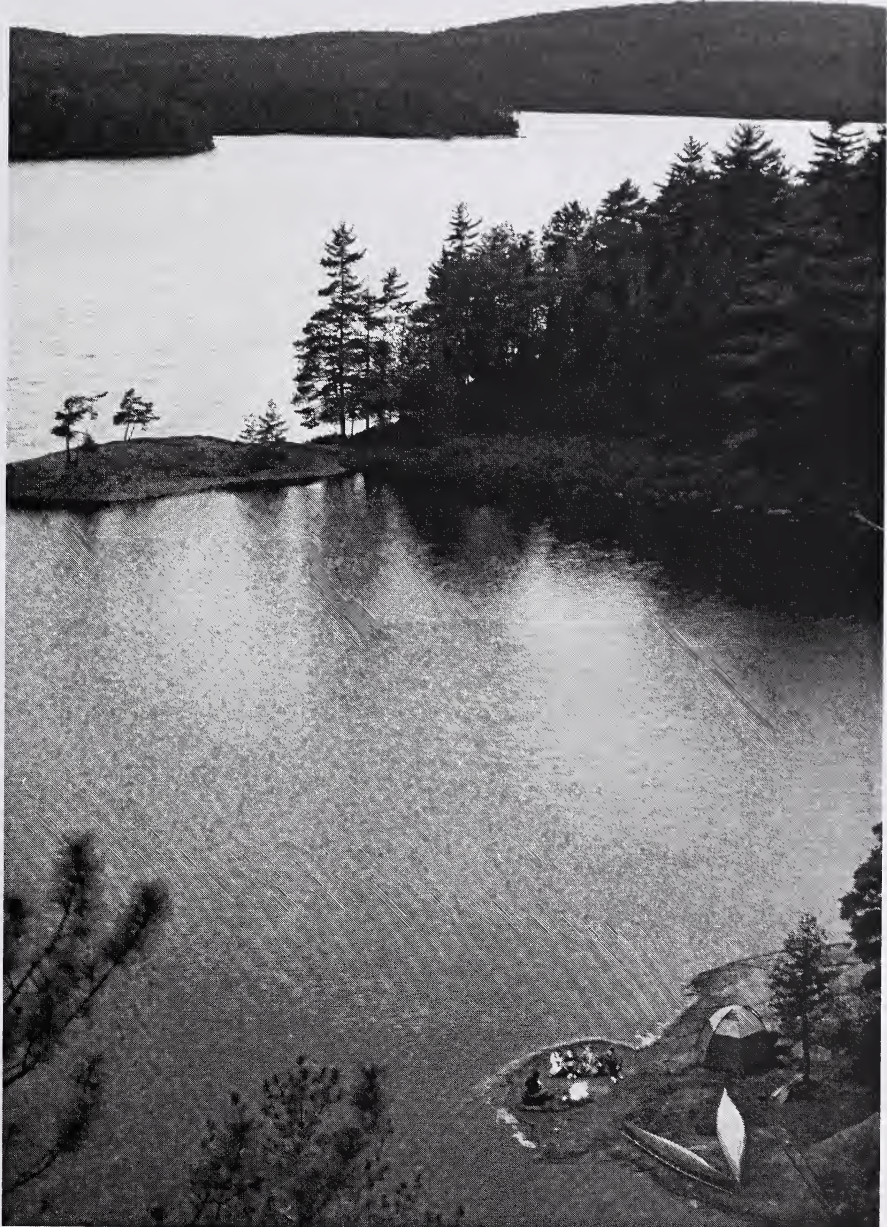
3.



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1

4.



1

5.



1

6.



Turn to Chapter 15 in the Module 5 Student Module Booklet.

15

Chapter 15 Assignment: Moose Factory

Use information from the Student Module Booklet to answer the following questions.

1

1. Why is transportation a problem in the Hudson Bay Lowlands Region?

4

2. Complete the chart below by listing some methods of transportation that were used in the past and some that are used today in the Hudson Bay Lowlands Region.

TRANSPORTATION IN THE HUDSON BAY LOWLANDS REGION

	In the Past	Today
Summer		
Winter		

10

3. You discovered that Moose Factory is the

- oldest settlement in Ontario
- oldest English-speaking settlement in Canada

Write a paragraph explaining why Moose Factory and other forts were built in what seems like such a remote area of Canada and why they were located on Hudson Bay and James Bay.

You may choose to use a computer with a word-processing program for composing the paragraph. If you do, print a copy and attach it to Assignment Booklet 5B, or arrange with your teacher to send it electronically.

Don't forget to label your assignment with the following information:

- your name and student number, if applicable
- module number and title
- Assignment Booklet 5B: Chapter 15 Assignment

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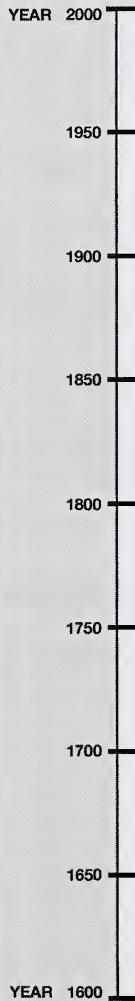
Turn to Chapter 16 in the Module 5 Student Module Booklet.

23

5

Chapter 16 Assignment: Goodbyes and Hellos

1. Fill in the time line to show the important historical events in order. Use the events and dates from Chapter 16: question 1 in the Student Module Booklet.

Canada's Development as a Country

4

2. Choose two of the events from the time line and explain how or why the event was important to Canada's development as a country.

a. _____

- b. _____
- _____
- _____
- _____

3. You will use a graphic organizer to present information in point form to describe one of the three geographic regions found in Ontario. Select a geographic region found in Ontario and write the name of the region below.

1

- a. I have chosen the _____ region for the graphic organizer.

12

- b. Go to the Grade 5 Social Studies Multimedia CD 2, and find the segment titled "Graphic Organizer." Complete the graphic organizer for the geographic region that you selected by adding the correct information in point form under each heading. Use information from the Student Module Booklet, from the Grade 5 Social Studies Multimedia CD 1, and any books or encyclopedias.



1

- c. List the resources you used to complete the graphic organizer.

You will need to submit the finished graphic organizer to your teacher along with Assignment Booklet 5B. You may print a copy of the graphic organizer and attach it to Assignment Booklet 5B or you may send it electronically. Be sure you have informed your teacher about how you will send it.



Turn to the Module Summary in the Module 5 Student Module Booklet.

Home Instructor’s Feedback Form for Module 5

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty?
If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 5

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?
